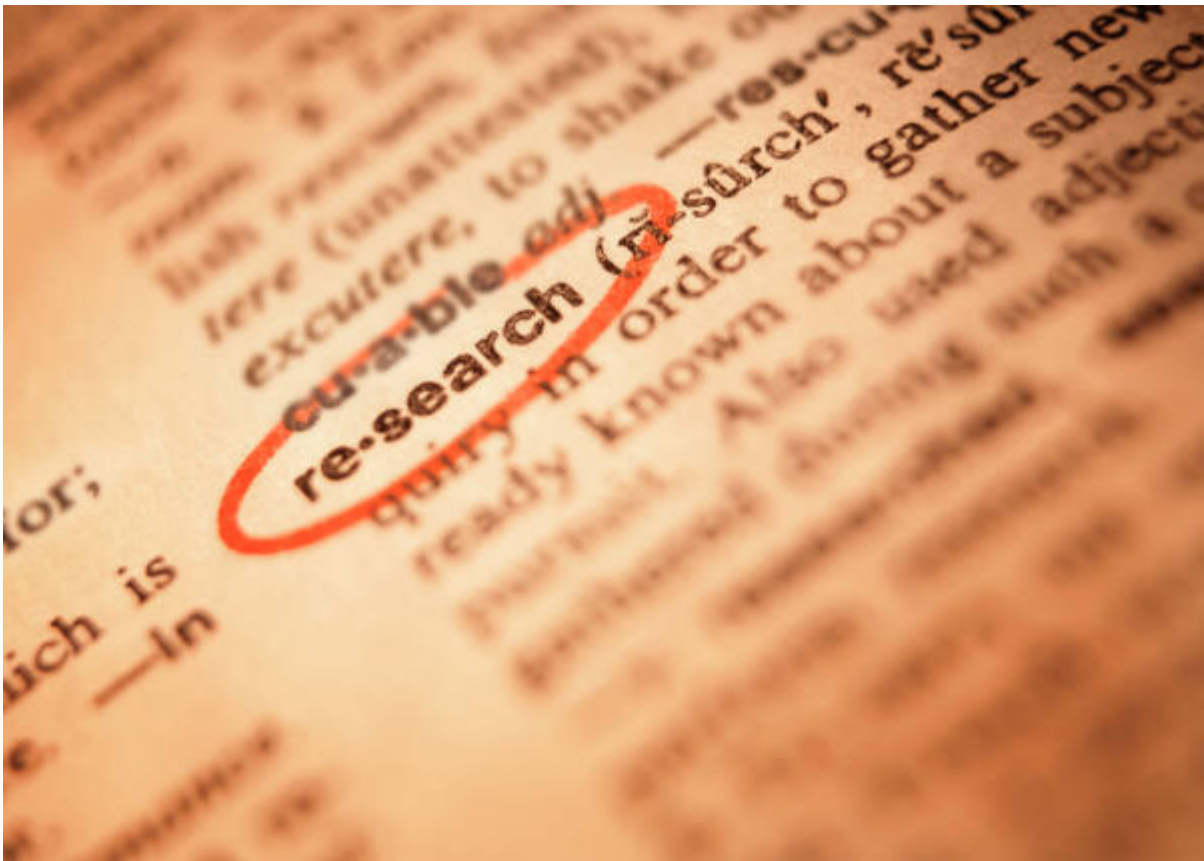


Penfield High School

Research & Writing Handbook



**Humanities Edition
2011 – 2012**

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Foreword to the First Edition

Students and teachers, welcome to the first edition of the “PHS Research and Writing Guide” published by Penfield Central Schools. This guide is based on the Modern Language Association’s *Handbook for Writers of Research Papers, Seventh Edition*, the accepted standard for documentation style in scholarly compositions in languages and literature. This publication was the collaborative effort of teachers from the English and Social Studies departments, together with the PHS school media specialists.

The intent of this guide is to be a comprehensive guide to the student engaging in academic research – a “go-to” guide to reinforce the classroom instruction and to be a source of quick information when the librarian or classroom teacher is unavailable. The arrangement of the Table of Contents and the Guide itself mirrors the research steps of the Big 6® Model of Information Problem Solving, from defining the task to evaluating the product and research process.

The reader will find alternative approaches to a number of the steps in the research and writing process in this guide. The first reason is that there are many methods of instruction in research and writing. This guide provides examples in different approaches, but is not intended to supersede the instructions of the classroom teacher. The second reason there are multiple examples of how to approach research is that the research process is messy. If there was a clear-cut answer to a question, it wouldn’t call for research. Research involves looking a problem from different perspectives, rethinking positions, refining and reevaluating. If one approach doesn’t work, try another!

Paul Birkby
Beth Kois
Deborah Miller-Collins
Carol Palmer
Bonnie Shortino

June 2010

Forward to the 2011 – 2012 Edition

This edition has been updated to reflection changes in the subscription databases to which the PHS Library subscribes. It also reflects improvements to Destiny (the library catalog) that allows the user to log in and save her/his work and the addition of eBooks to the library’s collection.

Paul Birkby
Beth Kois
June 2011

Big6 Organizer

Scholarly research consists of a set of skills and processes that takes careful thought, planning and creativity. The Big6 is an approach to information problem solving that will help you from selecting a topic to evaluating the end product. This organizer is intended to assist you in planning and carrying out your research project. Not all questions require a written response, but you might find it useful to ask yourself these questions and jot down notes.

1. Task Definition (Determining the assignment.)

- What am I supposed to do?
- What is the problem I need to solve?
- What are the questions I should answer?
- What type of information do I need?
- How much information do I need?
- Should I narrow my topic?
- What will my finished product look like?

Notes:

2. Information-Seeking Strategies (Brainstorm the possible sources to complete the assignment.)

- What are my possible sources? Books, websites (portals, search engines, subject directories, subscription databases), periodicals, e-mail, interviews, television, video?
- Which search tools and subscription databases should I use? Should I use the library catalog?
- Which are the best sources?

Notes:

3. Location and Access (Finding the best sources and how to use them.)

- Where will I find my best resources?
- Who can help me find the materials I need?
- Can I mine the sources I have for alternate keywords?
- Within my sources, how will I locate information?
 - Print: tables of contents, indexes, headings, subheadings, bold print, scanning text.
 - Electronic: database strategies, keyword vs. subject, keyword identification, find on page, search within a search
- Should I investigate other libraries or use interlibrary loan?

Notes:

4. Use of Information—reading, hearing, viewing, interacting (Getting the information from the sources.)

- Which information is relevant?
- How will I record the information I find—note cards, organizers?
- What is the most logical structure for organizing what I have collected?
- Are there appropriate quotes? Paraphrases? Ideas to summarize?
- How will I give credit to my sources? Do I need permissions for Web publishing or broadcasting?

Notes:

5. Synthesis (Preparing the product.)

- How will I organize information from multiple sources?
- Can I eliminate information that does not answer my questions or help prove my thesis?
- How will I present the results of my research? Format? Structure?
- How will I make sure my own voice as a writer is heard?
- What conclusions have I made?

Notes:

6. Evaluation (Reflecting on the research process and product.)

- Have I completed the requirements of the assignment?
- Is it logically organized, carefully proofread, and ethically documented?
- How could I have improved the project? What will I do differently next time?
- Did I really answer the questions I posed?
- Did I use quality evidence to support my argument?
- How effective was my research process?
- How effective is my product?
- Is this my best work?

Notes:

SOURCE: Adapted with permission from Michael B. Eisenberg and Robert E. Berkowitz, *The Big6 Model*. Big6 website <http://www.big6.com>.

Choosing a Topic

Sometimes your teacher will select the topic for a research project. Other times, your teacher may provide a list of topics from which you are to choose one. Finally, you might have to select a topic completely on your own. When this is the case, here are some guidelines to help you select an appropriate topic.

- It needs to be appropriate for the assignment.
- It needs to be something that lends itself to academic research and writing.
- It needs to not be too broad (i.e. too large of a topic to cover in detail within the page length limits).
- It needs to not be too narrow (i.e. too small of a topic to fill up enough pages for the assignment).
- It needs to be interesting and important to you (or else you're going to get very bored).
- It needs to be creative.

Strategies that help generate and clarify ideas and topics include

- Brainstorming – jot down ideas as they come to you.
- Clustering (mind or idea mapping) – start with a general topic in the center of the page and link other ideas to it. This is a great way to visualize the connections between ideas.
- Free write – spend a few minutes writing everything that comes to your mind about a given topic (A variation of the free write that helps focus or narrow your topic is the loop write – once you've completed a free write, highlight the aspects of the free write that interest you and repeat the free write focusing only on those, until you have a sequence of free writes, each more specific than the last.)
- Use the *Journalists' Questions* (who, what, where, when, why and how) to explore potential topics.

What Is a Thesis?

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A thesis statement declares what you believe and what you intend to prove. A good thesis statement makes the difference between a thoughtful research project and a simple retelling of facts.

A good tentative thesis will help you focus your search for information. You must do a lot of background reading before you know enough about a subject to identify key or essential questions. You may not know how you stand on an issue until you have examined the evidence. You will likely begin your research with a working, preliminary, or tentative thesis which you will continue to refine until you are certain of where the evidence leads.

The thesis statement is typically located at the end of your opening paragraph. (The opening paragraph serves to set the context for the thesis.)

Remember, your reader will be looking for your thesis. Make it clear, strong, and easy to find.

Attributes of a good thesis

- It should be contestable, proposing an arguable point with which people could reasonably disagree. A strong thesis is provocative; it takes a stand and justifies the discussion you will present.
- It tackles a subject that could be adequately covered in the format of the project assigned.
- It is specific and focused. A strong thesis proves a point without discussing “everything about . . .” Instead of music, think “American jazz in the 1930s” and your argument about it.
- It clearly asserts your own conclusion based on evidence. Note: Be flexible. The evidence may lead you to a conclusion you didn’t think you’d reach. **It is perfectly okay to change your thesis!**
- It provides the reader with a map to guide him/her through your work.
- It anticipates and refutes the counter-arguments.
- It **avoids** vague language (like “it seems”).
- It **avoids** the first person (“I believe,” “In my opinion”).
- It should pass the So what? or Who cares? Test. (Would your most honest friend ask why he should care or respond with “but everyone knows that”?) For instance, “people should avoid driving under the influence of alcohol,” would be unlikely to evoke any opposition.

How do you know if you’ve got a solid tentative thesis? Try these five tests:

1. Does the thesis inspire a reasonable reader to ask, “How?” or “Why?”
2. Would a reasonable reader NOT respond with “Duh!” or “So what?” or “Gee, no kidding!” or “Who cares?”
3. Does the thesis avoid general phrasing and/or sweeping words such as “all” or “none” or “every”?
4. Does the thesis lead the reader toward the topic sentences (the subtopics needed to prove the thesis)?
5. Can the thesis be adequately developed in the required length of the paper or project?

If you cannot answer “YES” to these questions, what changes must you make in order for your thesis to pass these tests?

Working Bibliography

As you research your topic, you should keep track of sources that you *might* use for your paper in a *working bibliography*. Your working bibliography will frequently change during your research as you add titles that assist you in your research and eliminate those that do not prove useful. The working bibliography will eventually evolve into the Works Cited that appears at the end of your completed paper.

There are several ways to create a working bibliography. Traditionally it was done through the use of Bibliography cards (see page 18). There are now free online tools, such as Easybib, Citation Machine and WorksCited4U. PHS subscribes to a comprehensive bibliography and note taking program called Noo-dletools (see page 15).

You can also set up your own working bibliography and note taking procedure using Microsoft Word (or other word processing program).

-Set up a word document

-Keep a copy on the server and on a flash drive

1. When you find an article, write down all the publication information on your working bibliography. (You'll save time if you put the bibliographic information in MLA style as you record it.)
 - Author
 - Article title
 - Magazine/journal title
 - Date of publication
 - Database used
 - Page numbers of the whole article
2. Under the publication information, write down notes to yourself about why you like the article. What kind of information does it have that you plan to use?
3. Place quotation marks around words that you copy exactly from the article.
4. Include page numbers.
5. As you add sources, you can color-code the sources and the notes you take from each source.
6. As your research continues, you can add and delete sources and information, depending on how you plan to use the information in your paper.
7. When your research is complete, convert the working bibliography into your Works Cited by formatting the page (see page 26) and alphabetizing your list.

Example of a working bibliography.

Working Bibliography
Castro, Rafaela G. <i>Dictionary of Chicano Folklore</i> . Santa Barbara: ABC-CLIO, 2000. Print. --Helpful with basic terms --Entries on the corrido and on "El corrido de Gregorio Cortez"
Hamnett, Brian R. <i>A Concise History of Mexico</i> . 2nd ed. Cambridge: Cambridge UP, 2006. Print. Cambridge Concise Hist. --Recommended by Professor Porto in class
Herrera-Sobek, María. <i>The Mexican Corrido: A Feminist Analysis</i> . Bloomington: Indiana UP, 1990. Print. --Interesting to read a feminist approach to the topic --Extensive bibliography
Paredes, Américo. <i>"With His Pistol in His Hand": A Border Ballad and Its Hero</i> . Austin: U of Texas P, 1958. Print. --A classic study; everyone seems to cite it --Focuses on "El corrido de Gregorio Cortez" and includes transcriptions and translations of different versions of it
Simmons, Merle E. <i>The Mexican Corrido as a Source for Interpretive Study of Modern Mexico (1870-1950)</i> . Bloomington: Indiana UP, 1957. Print. Indiana U Pub., Humanities Ser. 38. -- General study --Has a lot of corrido texts --Not likely to have much about the <i>narcocorrido</i> , given the historical focus and date of writing
Wald, Elijah. <i>Narcocorrido: A Journey into the Music of Drugs, Guns, and Guerrillas</i> . New York: Rayo-Harper, 2002. Print. --Includes some documentation and relies on lots of personal interviews --Has a whole chapter on Chalino Sánchez

PHS Library Resources for Research

Books and similar print materials: the PHS Library has over 15,000 books, close to 1000 audiovisual materials and subscriptions to over twenty popular magazine titles. Our book collection includes references books for all disciplines as well as books that cover a variety of topics in varying degrees of depth and at varying levels of sophistication. Log into your own *Destiny* account to search the library collection, create booklists, keep track of due dates and renew your library materials.

Electronic Resources: the PHS Library provides access to a variety of electronic resources. These include search portals, e-reference books and full text-databases (discussed below.)

- *eBooks* are electronic duplicates of the print versions of the same titles—right down to the pages numbers and illustrations. The difference is that these live in the cloud and are accessible 24/7 from any computer linked to the internet. eBooks are accessed through your Destiny (library catalog) account. You can make notes and highlight text that stays in your account!
- *EBSCOHost* is a portal through which a number of databases are searchable, either individually or in combination.
- *Gale Power Search* is a portal that allows to you search across several databases published by Gale.
- *Virtual Reference Library* accesses the electronic reference books that PHS Library has purchased. In many cases, these are electronic editions of reference materials that the library has in hard copy.

Full text databases: The PHS Library subscribes to a number of databases; most provide *full-text* (the complete article) access to thousands of articles. In some databases, in addition to full-text, *abstracts* (summaries) of thousands more articles are available. Databases are part of the “invisible web,” meaning that they are only available to subscribers through user names and passwords. The PHS library databases are accessible through the library’s web page, where you can find access information. **The databases to which PHS Library subscribes for the 2011 – 2012 school year are:**

- *Academic OneFile:* Peer-reviewed, full-text articles from the world's leading journals and reference sources, with extensive coverage of the physical sciences, technology, medicine, social sciences, the arts, theology, literature and other subjects. With millions of articles available in both PDF and HTML full-text with no restrictions, researchers are able to find accurate information quickly. Updated daily. **Includes full-text coverage of the New York Times back to 1995.**
- *Biography in Context:* part of Gale’s family of *In Context* knowledge portals, delivers outstanding research support with nearly a million biographical entries spanning history and geography. It provides an engaging online experience to help researchers from every

course of study learn about the challenges, motivations, successes and failures of historical and contemporary persons.

- *Business & Company Resource Center*: Company profiles, brand information, rankings, investment reports, company histories, chronologies and periodicals. Search this database to find detailed company and industry news and information.
- *CQ Researcher*: Offers in-depth, non-biased coverage of political and social issues, with regular reports on topics in health, international affairs, education, the environment, technology and the U.S. economy. Each *CQ Researcher* article include a background and chronology; an assessment of the current situation; tables and maps; pro/con statements from representatives of opposing positions; and bibliographies of key sources.
- *CQ Encyclopedia of American Government*: provides answers to the full range of questions that students, government professionals, interested citizens, and other researchers have about the institutions of U.S. government. Based on the CQ Press ready-reference *American Government A to Z* series, EAG offers thousands of concise, up-to-date explanations of the who, how, and why of American democracy.
- *General OneFile*: News and periodical articles on a wide range of topics: business, computers, current events, economics, education, environmental issues, health care, hobbies, humanities, law, literature and art, politics, science, social science, sports, technology, and many general interest topics.
- *Grolier Online*: Includes three encyclopedia databases: *Encyclopedia Americana*, *Grolier Multimedia Encyclopedia*, and *The New Book of Knowledge*.
- *Health Reference Center Academic*: New for 2010 – 2011. Articles from a wide range of full-text nursing and allied health journals, newspapers, magazines, newsletters and select consumer health information sources with more than 2,000 full-text reference works and hundreds of health-related multimedia, including hundreds of videos demonstrating medical procedures and live surgeries.
- *InfoTrac Custom Newspapers*: Collection of more than national and international 900 newspapers.
- *Literature Resource Center*: Biographical information, overviews, full-text literary criticism and reviews on more than 130,000 writers in all disciplines, from all time periods and from around the world.
- *MAS Ultra Online*: This comprehensive database, designed specifically for high school libraries, contains full text for nearly 500 popular high school magazines including America's Civil War, American Heritage, American History, Archaeology, Astronomy, Bioscience, Careers & Colleges, Civil War Times, Congressional Digest, Discover, History Today, Nation, National Review, New Republic, New Scientist, Popular Science, Science News, Scientific American, Smithsonian, World War II, etc. All full-text articles are as-

signed a reading level indicator (Lexiles). Full text is also available for 85,670 biographies and over 107,000 primary source documents. It also contains more than 360 reference books (including the Columbia Encyclopedia, the CIA World Fact Book and World Almanac & Book of Facts); an Image Collection of over 592,000 photos, maps & flags, color PDFs; and expanded full-text backfiles (back to 1975) for key magazines.

- *National Newspaper Index*: America's top five newspapers in one search: The New York Times, The Wall Street Journal, The Christian Science Monitor, Los Angeles Times and The Washington Post. *Note*: This database does **not** have full-text articles.
- *New York State Newspapers*: newspapers published in the state of New York, including the New York Times and the New York Post.
- *NoveList Plus*: Database of 150,000 fiction titles, and over 4000 custom created articles and lists, including feature articles, BookTalks, Book Discussion Guides, Author Read-alikes, and Readers' Advisory training content and a variety of other reader and staff materials.
- *Opposing Viewpoints in Context*: part of Gale's family of In Context knowledge portals, is the premier online resource covering today's hottest social issues, from Offshore Drilling to Climate Change, Health Care to Immigration. It provides an engaging online experience for researchers to explore issues from all perspectives.
- *ProQuest NY Direct Plus*: This extensive online collection provides one-stop access to nearly 5,000 scholarly journals, magazines, and newspapers—with over 3,300 titles in full text.
- *Science in Context*: part of Gales family of In Context knowledge portals, is the premier online resource covering subjects from earth science and life science, to space, technology, mathematics and science history and biography. It provides an engaging online experience to boost achievement for students and researchers.
- *SIRS Knowledge Source*: A database portal, comprised of six reference databases. Relevant, credible information on social issues, science, history, government, the arts and humanities. Full-text articles and Internet resources from thousands of domestic and international publications and respected organizations.
- *Student Resources in Context*: part of Gales family of *In Context* knowledge portals, is the premier online resource covering all core subjects from Science to Literature to History. It provides an engaging online experience to help students develop both research and critical-thinking skills while covering the spectrum of student-focused subject matter.
- *The Twayne Authors Series*: 600 full-text titles from the Twayne Literary Masters series, 200 each from Twayne World, US, and English Authors.

- *US History in Context: (New for 2011 – 2012)* part of Gales family of *In Context* knowledge portals, provides a complete overview of U.S. history covering the most-studied topics, issues and current information from the arrival of Vikings in North America 1,000 years ago to Vietnam, Watergate and the wars in Afghanistan and Iraq. It combines Primary Source documents, reference articles, as well as other content such as country and era overview information, full-text periodicals and journals.
- *World History in Context: (New for 2011 – 2012)* part of Gales family of *In Context* knowledge portals, provides a complete overview of world history covering over 5,000 years from antiquity to the present and geographically around the globe, to ensure that the events, movements and individuals that defined, informed and shaped world history are covered with a sense of balance.. It combines Primary Source documents, reference articles, as well as other content such as country and era overview information, full-text periodicals and journals.

PHS Library Wiki: an ever-evolving online resource that provides

- **Pathfinders:** Assignment specific resource lists, created by the PHS librarians to guide the student researcher to the best print, nonprint and online sources.
- **Database tutorials:** handouts, PowerPoints and Flash videos to help the student researcher more efficiently and effectively use the subscription databases of the PHS Library.
- **Research tools:** handouts, graphic organizers and other aids to assist the student researcher in various aspects of the research process.

Evaluation of Resources
USE CARRDSS TO HELP YOU EVALUATE
YOUR SOURCES!

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CREDIBILITY: Who is the author? What are his or her credentials?

ACCURACY: Can facts, statistics, or other information be verified through other sources?
Based on your knowledge, does the information seem accurate?

RELIABILITY: Does the source present a particular view or bias?

RELEVANCE: Does this information directly support my hypothesis/thesis or help to answer my question?

DATE: When was this information created? When was it revised? Are these dates meaningful in terms of the subject matter?

SOURCES BEHIND THE TEXT: Did the author use reliable, credible sources?

SCOPE: Does this source address my hypothesis/thesis/question in a comprehensive or peripheral way? Is it a scholarly or popular treatment?

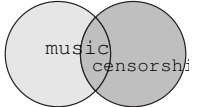
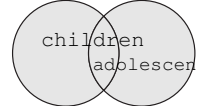
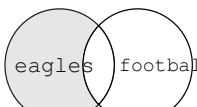
Boolean Search Skills

Power Searching Tips for the Web and Online Databases

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If you are not happy with your results, try another search engine, check your spelling, or try synonyms or related, broader, or narrower terms. *Mine* your results for new keywords. By all means, use some strategy. Though they have many quirks, most engines allow users the following advanced techniques. Check the “search tips,” “cheat sheet,” or “help” pages of your favorite search tools for the proper way to express these strategies.

Remember: You can use these strategies more easily in the advanced search screens.

Boolean Operator/ Strategy	Why You'll Use It
<p>+</p> <p>AND</p> <p>all the words</p> 	<p>limits your search, requiring that all words appear</p> <p>Vietnam AND protest AND students</p> <p>+Japan +cooking</p> <p>+eagles +habitat +endangered</p> <p>In Google, use + to include common words overlooked by search engines</p> <p>A growing number of search engines assume an AND. You still need to express AND in databases!</p>
<p>OR</p> <p>any of the words</p> <p>~</p> 	<p>is used to capture synonyms or related words</p> <p>car OR automobile</p> <p>coronary OR heart</p> <p>Google uses ~ to express synonyms</p>
<p>-</p> <p>NOT</p> <p>AND NOT</p> <p>exclude</p> 	<p>eliminates possibilities that will cause problem results</p> <p>Martin Luther NOT King</p> <p>+ eagles -Philadelphia -football</p>
<p><i>(Most search engines allow you to use “+” and “-” for AND and NOT. These characters must appear immediately before your search terms. Do not separate them with spaces.) Some search engines allow you to exclude words in their advanced search screens.</i></p>	
<p>Wildcards, Truncation, Stemming</p>	<p>Many search tools allow you to use an asterisk (*) to stand for any character or string of characters. This method is especially useful if you are uncertain of spelling or if you want to pick up various forms of a word or word endings.</p> <p>teen* (picks up teenage, teenagers, or teens)</p> <p>Herz* (for Herzegovina)</p>
<p>Phrases</p>	<p>Very often you will want words to appear together in specific order. Quotation marks (“ ”) set words off as phrases to be searched as a whole. A great strategy for names and titles too!</p> <p>“vitamin A”</p> <p>“raisin in the sun”</p> <p>“George Washington Carver”</p>

Proximity	Words are often not meaningful in a search unless they appear near each other in a document. In large documents, words separated by lots of text are generally unrelated. NEAR/25 specifies that two words appear within 25 words of each other (Used in AltaVista and AOL Search) Eric Clapton NEAR/10 Cream
Field Searching	This strategy restricts searches to certain portions of Web documents. It allows you to specify that search terms appear, for instance, in the title or URL of your results. (Used in a variety of ways in AltaVista, Alltheweb, and Google and often easier to use in the advanced screen.) title: cancer URL: epa domain: edu + “graphic organizers” inurl: nasa (used in Google) filetype: pdf
Case Sensitivity	Most search engines are case <i>insensitive</i> by default; that is, they treat upper- and lower-case letters the same. However, there are some that recognize uppercase and lowercase variations. It is good practice to search using lowercase letters unless you have a specific strategy in mind. In <i>case sensitive</i> search tools: Baker (retrieves name and eliminates most references to cake and bread makers) AIDS (eliminates reference to helpers) China (eliminates references to dishes)
Combining Strategies	Check to see if the search tool allows you to combine strategies. For instance, you might find it helpful to combine Boolean operators. Use () to nest, or group your ORs and ANDs in more sophisticated searching. Like in algebra, what’s in parentheses gets processed first. +dolphins +(behavior OR behaviour) -miami Sample using Google syntax: inurl: nasa +saturn
Searching within Your Search	If you have a long result list, and even if you don’t, you might choose to search for targeted words within your search. Several search engines offer a handy feature to help you narrow your result lists. After you perform your first search, look for a “search within results” feature. If no such feature exists, you can use your browser’s own “find” feature to search within each page.
Natural Language Searches	Some search engines (Ask Jeeves or IxQuick, for instance) allow you to type questions as you would think or speak them. “Why is the sky blue?”

TIP ABOUT TIPS

Every search engine is slightly different. For instance, Google uses an automatic AND. Some search engines allow for “natural language” searching. Remember to carefully read the “tips page” of the search tools you use most frequently. These pages discuss the syntax, or the specific search language, used by that particular search engine or directory.

Subject Searching vs. Keyword Searching

Subject headings are "controlled vocabulary" words. These words have been carefully identified and defined by subject indexers. They are used to describe the specific content of the materials listed in online catalogs, print, and electronic indexes. Frequently, subject headings are published in a thesaurus. Some examples of subject heading thesauri are:

- Library of Congress Subject Headings-usually kept at library reference desks
- ERIC thesaurus-terminology for the broad field of education
- CAB thesaurus-terminology for the broad field of agriculture

In online catalogs and electronic indexes subject headings (sometimes called descriptors, identifiers, or subject terms) are always found in the subject or descriptor fields of the bibliographic record. In online catalogs or electronic indexes, a subject search scans only the subject or descriptor fields of the bibliographic records. This allows you to retrieve items whose content is directly relevant to the specific subject you are looking for. It also reduces the total number of items you will retrieve. The trick is to identify the right subject headings for your topic. If you have trouble identifying the best subject headings for your topic, ASK A LIBRARIAN.

Keywords also describe a subject. However, they are not standardized by anyone. Keywords are generally those words that someone looking for information, such as yourself, selects as a good description of the information s/he wants to find. They can also be the terms that a researcher has listed as important descriptors for the information s/he has produced.

Keyword searching is a product of the computer age. In online catalogs and electronic indexes, a keyword search scans the entire bibliographic record. No matter where the keyword you have selected appears, that record will be retrieved. As a result, a keyword search retrieves a large number of results. If the term you chose as a keyword is one which can be used in multiple contexts, many of the results you retrieve will be irrelevant to your project. (For example, when using the keyword "mouse," are you looking for the device or the rodent?)

Using Subject Headings and Keywords: When to use a subject heading search versus a keyword search is a judgment call. In most effective search strategies, you will end up using both. Which one is better to start with may depend upon whether you are searching an online catalog or an electronic index as well as the broad subject area of your topic. The more accurately you have described your topic the more likely it is that some of the terms you have identified are also subject headings. In general, if you do not know what the subject headings are for your topic, you can use a keyword search to find a few relevant items. Then use the subject headings on those items to find more relevant materials.

If you are searching an online catalog and your topic is in the sciences, it is often better to start with a subject search on the main term describing your topic because many technical terms and scientific concepts are also subject headings.

If you are searching an online catalog and your topic is in the social sciences or humanities, using a keyword search to find appropriate subject headings may be a more efficient strategy.

Here are some key differences between Subject searching and Keyword searching:

Subject	Keyword
Pre-defined "controlled vocabulary" words assigned to describe the content of each item in a database or catalog.	Natural language words describing your topic. A good way to start your search.
Less flexible. You must know the exact controlled vocabulary term or phrase.	More flexible for searching. You can combine terms in any number of ways.
Database looks for subjects only in the subject heading or descriptor field, where the most relevant words appear.	Database looks for keywords anywhere in the record (title, author name, subject headings, etc.).
If a subject heading search yields too many results, you can often select subheadings to focus on one aspect of the broader subject.	Often yields too many or too few results.
Results are usually very relevant to the topic.	Often yields many irrelevant results.

Use a Subject search when:	Use a Keyword search when:
you only want a few highly relevant items retrieved	you want to get a sense of what is "out there"
there are well-defined and relatively unique terms for your topic	there are not any well-defined or particularly unique terms for your topic
your topic is part of an established and defined area of knowledge, especially in the sciences	your topic is new or part of an area of knowledge which has a large number of sub-categories
you already know the subject headings for the topic you are researching.	you know only the sponsoring agency, organization, or company
you want to scan the information available on one broad subject	you have an incomplete or complicated reference to identify
you want a list of relevant items in one efficient search – if you have the appropriate subject headings	your topic is very jargon oriented or you do not know the technical terms for your topic.
your keyword search has retrieved an unmanageable number of results and you have found appropriate subject headings	the electronic index you are using does not support subject searching

Using the Library Catalog

The library catalog allows you to look for all or any of the items in the PHS Library collection. You can search for items using a number of strategies described below. To access the catalog, click the “Library Links” on the PCSD home page, and then click “PHS Library Catalog.”

Log into your Destiny account with your network Username and Password.

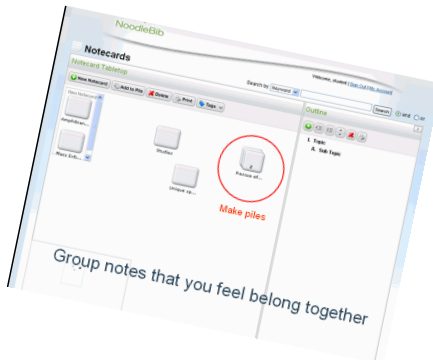
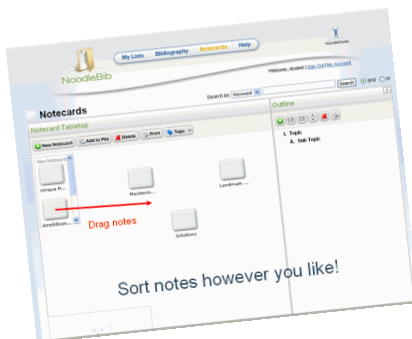
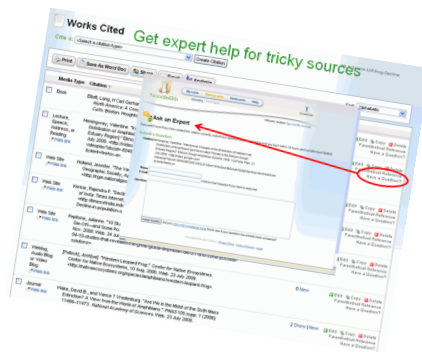
Basic searching: To begin, enter your search term in the Find box. Then choose a search button...

Keyword:	searches through all the titles, authors, subjects, series, and notes, for your search term.
Title:	searches through all the titles.
Author:	searches all of the authors and illustrators.
Subject:	searches all the subjects
Series:	searches through all the series.

Power Search: If a Basic Search returns too many or too few results, Power Search lets you look for search terms by Keyword, Title, Author, Subject, Series, or Note. These options let you specify how the library catalog should treat each term. You can also define the Boolean relationship between each search term.

Noodletools

Noodletools is a subscription, online product that allows you to link your sources, notes and outline in one convenient place. Because it is web-based, you can access your research 24/7. It provides automatic formatting of source information in MLA, APA, and Chicago/Turabian styles. You can keep track of what information you get from which source as well as manipulate your information through the use of virtual note cards and note card stacks. If your teacher is using *Noodletools*, one of the librarians will provide instruction in how to set up your account and how to use the various functions of *Noodletools* to improve the quality of your research and your finished product. Below are some screen shots from *Noodletools*, just to give you an idea of its functionality.



Working Outline

Adapted from *Cobb County Public Schools Research Guide, 2006*. Used with permission.

The working outline is an initial method of organization and a starting point for note taking. The purpose of the preliminary outline is to keep the writer focused and on-task. In order to develop a working outline, it is necessary to break down the elements of the preliminary thesis and to analyze the specific areas the research will address. This analysis should result in a list of three to six ideas or topics will constitute the divisions of the research.

A working outline should

- relate directly to the thesis.
- be **brief** and **clear**.
- list the main topics.
- **not** contain the words *Introduction* or *Conclusion*.
- **not** contain articles or any repeated, unnecessary words.

Example 1:

Thesis: As an epic hero, Beowulf exhibits physical courage, demonstrates mental agility, and reflects the ideals of his culture.

- I. Physical Courage
- II. Mental Agility
- III. Ideals of Anglo-Saxon culture

Example 2:

Thesis: Because of increasing concern over television's influence on violence and crime, the television industry should assume responsibility for regulating the extent and nature of violent acts in television programming.

- Amount of violence on television
- Connection between TV and street violence
- Ratings race among networks
- Censorship in the media

THE CORNELL NOTETAKING SYSTEM

1. **Record.** In the Notetaking Column, record as many meaningful facts and ideas as you can. Use telegraphic sentences, but, make sure you will be able to gain full meaning later. Write legibly.
2. **Reduce.** After class, summarize your notes by writing in single words and short phrases in the Cue Column. Summarizing clarifies meanings, reveals relationships, establishes continuity, and strengthens memory. Also, this thinking and writing of cues sets up a perfect stage for studying for exams later.
3. **Recite.** Cover the Notetaking Column with a sheet of paper. Then, looking at the words and phrases in the Cue Column only, recite aloud and in your own words the full lecture.
4. **Reflect.** Professor Hans Bethe, nuclear physicist and Nobel Prizewinner, said, "...creativity comes only through reflection." You reflect by asking yourself the following questions, for example. What's the significance of these facts? What principle are they based on? How can I apply them? How do they fit in with what I already know? What's beyond them?
5. **Review.** Spend ten minutes every week reviewing your notes. If you do so, you'll retain a great deal for current use, as well as, for the exam, which comes later.
6. **Summary.** Leave space at the bottom of each sheet for a summary.

<p>---- 2 1/2 inches ----</p> <p>Reduce ideas and facts to concise jottings and summaries as cues for Reciting, Reviewing, and Reflecting.</p> <p>(CUE COLUMN)</p>	<p>---- 6 1/2 inches ----</p> <p>Record the lecture as fully and as meaningfully as possible.</p> <p>(NOTETAKING COLUMN)</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------

Using Words and Phrases in Cue Column Illustrated

	Biology 101 -- Prof. Fairbanks -- Sept 18th
Water affects weight	A. Importance of water in controlling weight
- helps metabolize fat	1. Water helps body metabolize stored fat.
	2. Studies show:
Increase water = decrease fat	a. Increase water intake = fat deposits decrease
Decrease water = increase fat	b. Decrease water intake = fat deposits increase
Kidney - liver relationship	3. Why? Kidneys can't function at capacity w/o enough water; so, some of the kidney's work is dumped on liver.
	a. Liver's job is to metabolize fat.
	b. If liver does kidney's work, too; can't complete its own work
	c. So, liver metabolizes less fat, thus more fat is stored.
Water affects hunger	d. If there's sufficient water; then liver & kidneys do their complete jobs. Furthermore, this leads to a natural loss of hunger, which means the intake of fewer calories.
Daily = 2 qts	4. How much water
	a. 2 qts every day = 8 large glasses (8 oz.)
Overweight = 1 extra glass per 25 lbs.	b. If overweight, one additional glass for every 25 lbs of excess weight.
Water keeps body's fluids in perfect balance. Water enables kidneys to function at maximum level; thus, freeing liver to metabolize (burn) stored fat. To achieve weight loss, drink 8 glasses (8 oz ones) of water. More if already overweight.	

Adapted from Cuesta College, San Luis Obispo, CA. Used with permission.

Notecards

Start each notecard by writing your name on the back!
(Note: Teachers may provide alternative styles for notecards.)

Bibliography Card: Use MLA format for Works Cited Page

BIBL

Carlson, David. *The Age of Innocence*. Boston:
Harcourt-Brace, 1996.

Paraphrased Card: Using information rephrased in your words

*source author and page number
for parenthetical documentation*

*“Slug” or key word
for possible paper subtopic*

Carlson 26

Heart Disease

1998: 1 mill. ppl. diagnosed w/heart disease in U.S.

Direct Quotation Card: Using information exactly as it appears in the text. Be sure to include the speaker and his/her title!

*Word from source title if no author
exists and page number for
parenthetical documentation*

*“Slug” or key word
for possible paper subtopic*

Early Detection 49

Prevention

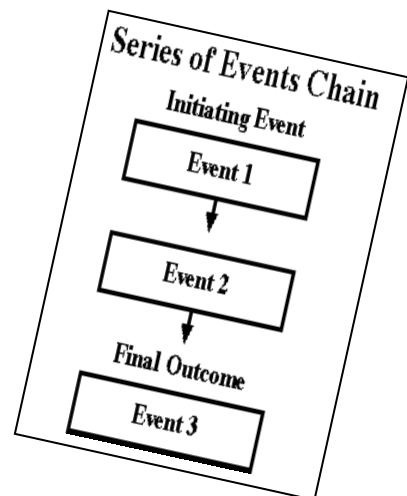
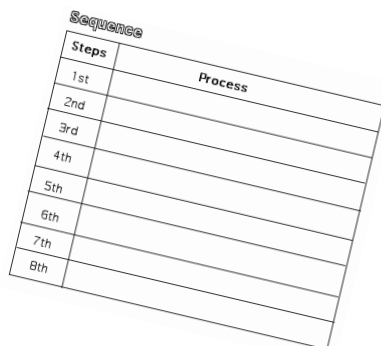
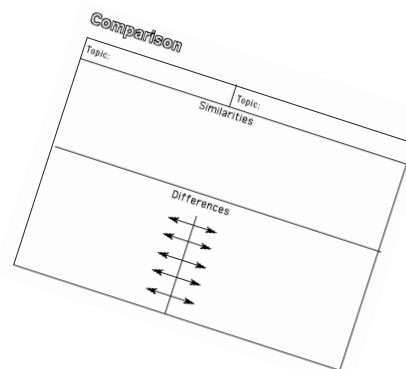
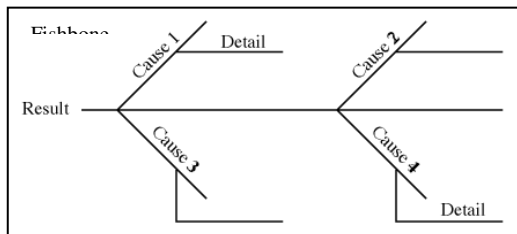
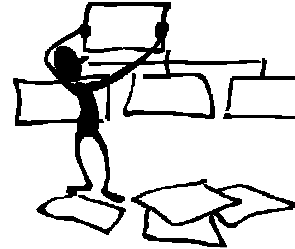
“Regular cardiovascular exercise—at least three times a week for at least 30 minutes a day—will lower a patient’s risk of heart disease.”

**Dr. Janet Kimball, President of the
American Heart Association**

Graphic Organizers

There are a myriad of graphic organizers that are very useful for organizing your thoughts. Graphic organizers can help you organize:

- Group project work
- Keyword/search plan
- Support for your thesis
- Persuasive essays
- Compare & Contrast
- Cause & Effect
- Chronological information (timelines)
- Chain of events
- Etc.



The PHS Library Wiki has electronic versions of graphic organizers that you can use electronically or print out to use in hard copy. The Wiki also has links to other sites with even more graphic organizers.

Plagiarism

Derived from the Latin word *plagiarius* (“kidnapper”), *plagiarism* refers to a form of cheating that has been defined as “the false assumption of authorship: the wrongful act of taking the product of another person’s mind, and presenting it as one’s own” (Alexander Lindey, *Plagiarism and Originality* [New York: Harper, 1952] 2). To use another person’s ideas or expressions in your writing without acknowledging the source is to plagiarize. Plagiarism, then, constitutes intellectual theft. Strictly speaking, it is a moral and ethical offense . . . that often carries severe penalties ranging from failure in a course to expulsion from school (Gibaldi 30).

Plagiarism is the act of presenting the words, ideas, images, sounds, or other creative expression of others as your own. IF

- you have included, copied or downloaded the words and ideas of others in your work and neglected to cite,
- you have turned in someone else’s work,
- you have had help you wouldn’t want your teacher to know about,

You have probably plagiarized!

Two types of plagiarism:

Intentional

- Copying a friend’s work
- Buying or borrowing papers
- Cutting and pasting blocks of text from electronic sources without documenting
- Media “borrowing” (i.e., inserting Youtube videos)

Unintentional

- Careless paraphrasing
- Poor documentation
- Quoting excessively
- Failure to use your own “voice” - Your work should be original!

But do I have to cite everything?

NO! Facts that are widely known and information and judgments that are considered “**common knowledge**” do NOT have to be documented!

If you see a fact in more than five sources, it is likely to be “common knowledge.”

You don’t need to cite when you are writing about your own experiences, observations, conclusions, and reactions.

When in doubt, cite!

Common Examples of Plagiarism and Easy Fixes:

Original Source Information: To be culturally literate is to possess the basic information needed to thrive in the modern world. The breadth of that information is great, extending over the major domains of human activity from sports to science.

(from page xiii of Cultural Literacy: What Every American Needs to Know by E.D. Hirsch, Jr.)

Student Rewrite #1

In order to be literate in one's culture, a person needs a lot of information about his society. That information must span the whole spectrum of what humans have thought, written, and done.

This is plagiarism because the student has merely taken Hirsch's idea and put it into different words. Contrary to the impression given here that the idea came from the student, in actuality, it is stolen—plagiarized—from another source.

Student Rewrite #2

In order to be "culturally literate," a citizen must have a vast amount of information covering all "major domains of human activity" ranging "from sports to science."

This is plagiarism because even though the student has placed some of Hirsch's works in quotation marks, the source remains unidentified to the audience.

Solutions: Add the source to the text and use parenthetical documentation

Ex. According to Hirsch's Cultural Literacy, to be literate in one's culture...(xiii).

Ex. Hirsch claims, "..."(xiii).

-or-

Just use parenthetical documentation

Ex. ...of what humans have thought, written, and done (Hirsch xiii).

From Penfield High School Cheating, Plagiarism and Forgery Policy...

2. Plagiarism is a particular form of cheating involved in the preparation of any assignment (essay, research paper, photographic, art or music display, etc.). It is the use of anyone else's work without giving proper credit and, in so doing, attempting to represent it as one's own.
3. Students found engaged in cheating or plagiarism receive a **grade of zero** on that particular examination or assignment and their **parents, administrator and guidance counselor will be contacted immediately by the teacher**. It is important to note that this zero could lead to the failure of a course and even failure to graduate... Incidents of cheating/plagiarism may also result in disciplinary action.

Summarizing, Paraphrasing, and Quoting

You *can* borrow from the works of other writers as you research. Good writers use three strategies—summarizing, paraphrasing, and quoting—to blend source materials in with their own, while making sure their own voice is heard.

Summarizing involves putting the main idea(s) of one or several writers into your own words, including only the main point(s). Once again, it is necessary to attribute summarized ideas to the original source. Summarized ideas are not necessarily presented in the same order as in the original source. Summaries are significantly shorter than the original and take a broad overview of the source material.

Summarize when:

- You want to establish background or offer an overview of a topic
- You want to describe common knowledge (from several sources) about a topic
- You want to determine the main ideas of a single source

Paraphrasing means rephrasing the words of an author, putting his/her thoughts in your own words. A paraphrase can be viewed as a “translation” of the original source. When you paraphrase, you rework the source’s ideas, words, phrases, and sentence structures with your own. Paraphrased text is often, but not always, slightly shorter than the original work. Like quotations, paraphrased material must be followed with in-text documentation and cited on the Works Cited page.

Paraphrase when:

- You plan to use information on your note cards and wish to avoid plagiarizing
- You want to avoid overusing quotations
- You want to use your own voice to present information

Quotations are the exact words of an author, copied directly from the source word for word. Quotations must be cited!

Use quotations when:

- You want to add the power of an author’s words to support your argument
- You want to disagree with an author’s argument
- You want to highlight particularly eloquent or powerful phrases or passages
- You are comparing and contrasting specific points of view
- You want to note the important research that precedes your own

Weaving Quotes into Your Writing

Effective writers use a variety of techniques to integrate quotations into their text.

When you use a quote in your writing, consider:

- What am I trying to say?
- Can a passage from the text say it for me?
- Have I explained the value of the quote?

Avoid “overquoting.” It is important that your own voice is heard!

Serious room for improvement:

William Golding’s book *Lord of the Flies* is about kids stranded on an island. Some of the kids are good and some are bad. “Roger, with a sense of delirious abandonment, leaned all his weight on the lever” (Golding 180). So I ask you, what causes irresponsible behavior? Ralph is good, but Jack is bad.

Room for improvement:

There are bad kids on the island. One of them is Roger. He drops a boulder on Piggy and kills him. “Roger, with a sense of delirious abandonment, leaned all his weight on the lever” (Golding 180). This caused Piggy’s death.

A possible revision:

The truest form of wickedness on the island is evident in Roger. He demonstrates his true depravity when, “with a sense of delirious abandonment, [he] leaned all his weight on the lever” (Golding 180). Well aware of Piggy’s place beneath him, Roger willingly takes Piggy’s life.

Another possible revision:

Roger’s murder of Piggy clearly illustrates the depths children can sink to without appropriate supervision. As he stood high above Piggy on the mountain, “Roger, with a sense of delirious abandonment, leaned all his weight on the lever” (Golding 180). His willingness to welcome the moment with “delirious abandonment” clearly demonstrates the level of pleasure that Roger received by committing this horrific act.

SOURCE: By Ken Rodoff, English teacher, Springfield Township High School, Erdenheim, PA. Adapted by Joyce Valenza. Used with Permission

Transitions

Transitions are words and phrases that act as bridges to link your ideas from sentence to sentence and that act as guideposts to indicate the direction of your thoughts. Use transitions logically to clarify the relationships between ideas in different sentences and paragraphs.

Different transitions establish different relationships between ideas:

To show a time sequence, use:

Next	Before	Earlier	As soon as
Later	Then	At the same time	Soon after
Meanwhile	Now	First	In the meantime
Eventually	During	Secondly	Afterward
Finally	After	Lastly	

To compare or contrast, use:

Likewise	Conversely	Although	Unlike
On the contrary	Even though	On the other hand	Nevertheless
In contrast	Similarly	But	In the same way
However	Yet		

To show cause or effect, use:

So	Then	Therefore	As a result of
Because of	On account of	Thus	For this reason
Consequently			

To add more information, use:

Also	And	Too	Furthermore
In addition	Again	Secondly	Moreover
Thirdly	Besides	Similarly	

To strengthen or emphasize a point, use:

Indeed	Without a doubt	In other words	Obviously
In fact	Especially	Basically	

To summarize, use:

With this in mind	On the whole	To this end	Lastly
All things considered	In closing	Finally	In conclusion

To introduce examples or explanations, use:

For example	Namely	In particular	Also
For instance	As an example	That is	In other words
As an illustration	For this reason		

Using transitions: Be sure to use the correct transition to fit your meaning.

Unconnected: George and Al disappeared into another room. They emerged wearing clown costumes.

With Transition: George and Al disappeared into another room. They appeared *in a few minutes* wearing clown costumes. (Note: the transition indicates time)

Unconnected: North Americans often serve hot chocolate with whipped cream. South Americans often add cinnamon and sometimes orange rind.

With Transition: North Americans often serve hot chocolate with whipped cream. South Americans, *on the other hand*, often add cinnamon and sometimes orange rind. (Note: the transition indicates contrast)

Unconnected: Ken asked his friends to help clean up the vacant lot. He enlisted the help of the neighbors.

With Transition: Ken asked his friends to help clean up the vacant lot. He enlisted the help of the neighbors *as well*. (Note: the transition indicates added information)

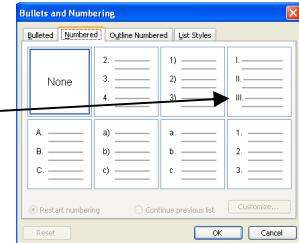
Unconnected: We waited endlessly for a package from home. One arrived on the day we least expected it.

With Transition: We waited endlessly for a package from home. *Finally*, one arrived on the day we least expected it. (Note: the transition indicates time)

HOW TO WRITE AN OUTLINE

An outline breaks down the parts of your thesis in a clear, hierarchical manner. Most students find that writing an outline *before* beginning the paper is most helpful in organizing one's thoughts. If your outline is good, your paper should be easy to write. The basic format for an outline uses an alternating series of numbers and letters, indented accordingly, to indicate levels of importance.

Microsoft Word makes it easy to format a traditional Outline. On the “Format” menu, go to “Bullets & Numbering” and select the numbered list with Roman numerals.



Note: Always check with your teacher to see what outline style is preferred!

- I. Introduction (Thesis)
- II. First Main Idea
 - A. Subtopic 1
 - 1. Detail of Subtopic 1
 - a. Support A: Examples, Quotations, Statistics
 - b. Support B: Examples, Quotations, Statistics
 - 2. Second Detail of Subtopic 1
 - a. Support A: Examples, Quotations, Statistics
 - b. Support B: Examples, Quotations, Statistics
 - B. Subtopic 2
 - 1. Detail of Subtopic 2
 - a. Support A: Examples, Quotations, Statistics
 - b. Support B: Examples, Quotations, Statistics
 - 2. Second Detail of Subtopic 2
 - a. Support A: Examples, Quotations, Statistics
 - b. Support B: Examples, Quotations, Statistics
- III. Second Main Topic
 - A. Subtopic 1
 - 1. Detail of Subtopic 1
 - a. Support A: Examples, Quotations, Statistics
 - b. Support B: Examples, Quotations, Statistics
 - 2. Second Detail of Subtopic 1
 - a. Support A: Examples, Quotations, Statistics
 - b. Support B: Examples, Quotations, Statistics
 - B. Subtopic 2
 - 1. Detail of Subtopic 2
 - a. Support A: Examples, Quotations, Statistics
 - b. Support B: Examples, Quotations, Statistics
 - 2. Second Detail of Subtopic 2
 - a. Support A: Examples, Quotations, Statistics
 - b. Support B: Examples, Quotations, Statistics
- IV. Conclusion

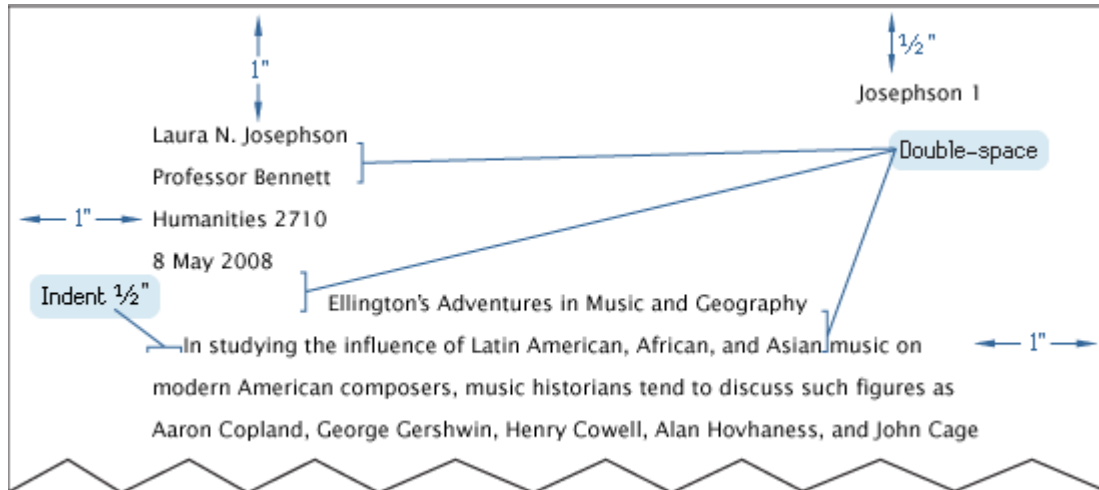
Here is an example of an outline on a paper about the development of Japanese theater:

<u>OUTLINE</u>	<u>NOTES</u>
I. Thesis: Japanese theater rose from a popular to elite and then returned to a popular art form.	The thesis is stated in the first section, which is the introduction .
II. Early theatrical forms A. Bugaku B. Sarugaku C. Primitive Noh D. Authors and Audience III. Noh theater A. Authors B. Props 1. Masks a. women b. demons c. old men 2. Structure of Stage C. Themes 1. Buddhist influence 2. The supernatural D. Kyogen interludes E. Audience IV. Kabuki A. Authors B. Props 1. make-up 2. special effects C. Themes 1. Love stories 2. Revenge D. Audience V. Bunraku (puppet) theater A. Authors B. Props C. Themes 1. Love stories 2. Historical romances D. Audience	The body follows the introduction, and breaks down the points the author wishes to make. Note that some section have subdivisions, others do not, depending on the demands of the paper. In this outline, II, III, & IV all have similar structure, but this will not necessarily be true for all papers. Some may only have three major sections, others more than the five given here.
VI. Conclusion	Your conclusion should <i>restate</i> your thesis, and <i>never</i> introduce new material.

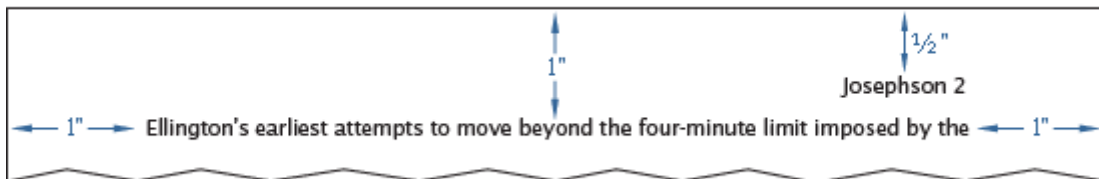
From the Course Web Page for EAJ170L State University of New York at Albany.

Formatting the Paper (MLA Style)

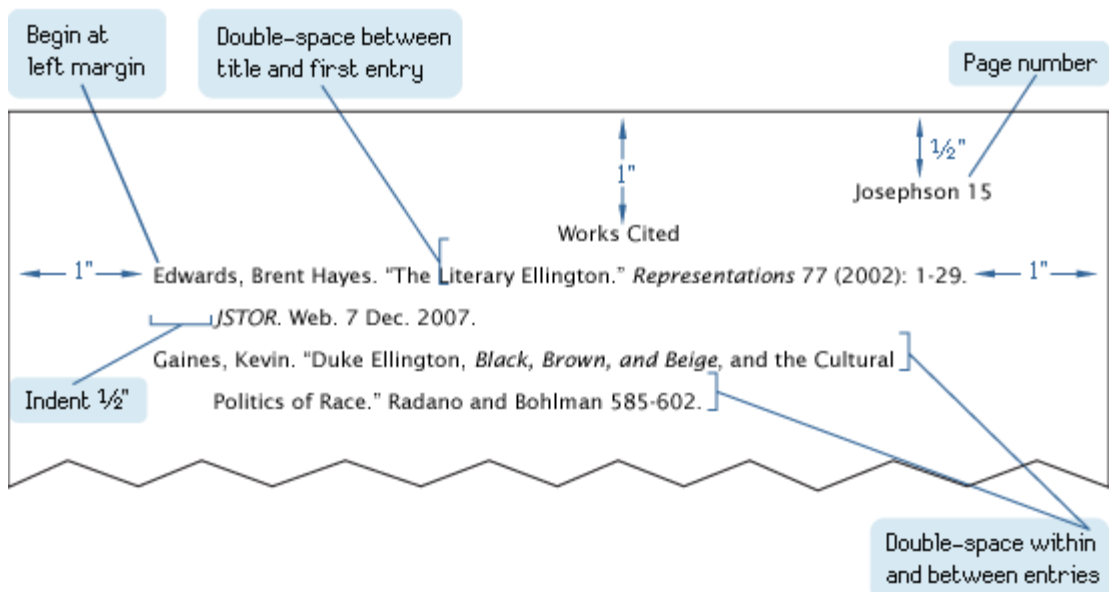
While the research paper does not need a title page, if your teacher requires a title page, follow her/his formatting directions.



Format for subsequent pages:



Format for the works cited page:



Parenthetical Documentation

Adapted from *Power Tools Recharged* by Joyce Kasman Valenza. Used with permission.

Parenthetical or in-text documentation is the accepted format for acknowledging borrowed information within your original text. Footnotes are no longer frequently used, except in cases when you need to clarify or add information that might otherwise break the flow of your text or presentation.

Use in-text documentation to cite a source whenever you:

- use an original idea from one of your sources, whether you quote or paraphrase it
- summarize original ideas from one of your sources
- use factual information that is not common knowledge (Common knowledge is information that recurs in many sources. If you are not certain it is common knowledge, cite to be safe.)
- quote directly from a source
- use a date, fact, or statistic that might be disputed

Usually only the author's last name and the page number OR, in the absence of an author, the title and the page number are given. Do not use the word “page” or any abbreviations. Page numbers may be omitted if the article is a one-page article or one in an encyclopedia arranged alphabetically. Page numbers may also be omitted when citing Web resources, which do not normally include paging.

The purpose of this format is to give immediate source information without interrupting the flow of the paper. Usually parenthetical citations are placed at the end of a sentence, but they may be placed in the middle (see example 6). The academic world takes in-text documentation seriously. Inaccurate documentation is as serious as having no documentation at all.

Rules for Using In-Text Documentation

1. Use the author's last name and give the page number in parentheses. Do not use “page” or abbreviations for page, just write the number. In most cases you will be citing one or two pages, leading your reader to a specific piece of information. Allow one space before the parentheses but none after it if a period follows.
EX: Arthur Miller's *The Crucible* “forces a revolution in our perception and definition of reality” (Martin 73).
2. If you are using more than one book by the same author, give the last name, comma, the title, and the page.
EX: Animal imagery conveys the primitive, uncontrolled rage that the peasants feel. One person “acquired a tigerish smear about the mouth” (Dickens, *Tale of Two Cities* 33-34).
3. There is a relationship between your writing and how you compose your in-text documentation. If you identify the author and title in the text, you do not need to repeat that information. Simply present the page number in your citation.
EX: In *Understanding Why the Caged Bird Sings*, Megna-Wallace notes that Angelou's autobiography succeeds on two levels: “first, as a personal memoir . . . and se-

cond, as a representative narrative that exemplifies the struggle of many African American women against racial and sexual oppression” (10).

4. If there is no author, give the title and the page number.

EX: A number of critics feel that Hemingway’s journalistic style continued to influence writers through the end of the 20th century (“Hemingway Chronicle” 5).

5. If you are quoting a direct quotation from a secondary source, you must identify it as such.

EX: According to Arthur Miller, “It was not only McCarthyism that moved me, it was as though the whole country had been born anew, without a memory even of certain elemental decencies” (qtd. in Budick 74).

6. If a quotation or information appears in the middle of your own idea, then insert the documentation immediately after the quotation.

EX: Arthur’s Miller’s notion of a country “without memory of certain elemental decencies” (qtd. in Budick 74) resonates throughout *The Crucible*.

7. If the quoted material exceeds two lines in your text, use a comma or colon after the last word of text, indent and type the quotation without quotation marks. The parenthetical citation follows the punctuation at the end of the last sentence of the quote.

8. Web documents generally do not have fixed page numbers or any kind of section numbering. If your source lacks numbering, omit numbers from your in-text documentation and use only the main entry—author, or title, if there is no author—in parenthesis.

Note: For a Web document, the page numbers of a printout should NOT be cited, because the pagination may vary in different printouts.

EX: A recent CNN.com review noted that the book's purpose was “to teach cultures that are both different from and similar to world status quo” (Allen).

Writing an Annotated Bibliography

By Owen Williams, University of Minnesota, Crookston Library

What is an annotated bibliography?

This is an organized list of sources (references cited), such as books, journals, newspapers, magazines, Web Pages, etc., each of which is followed by an annotation or description of each item.

Annotations may consist of all or part of the following items, depending on the assignment:

- a description of the content (focus) of the item
- a description of the usefulness of the item
- a discussion of any limitations that the item may have, e.g. grade level, timelines, etc.
- a description of what audience the item is intended for
- an evaluation of the methods (research) used in the item
- an evaluation of the reliability and bias of the item
- a discussion of the author's background
- a discussion of any conclusions the author(s) may have made
- your reaction to the item

What is the purpose of an annotated bibliography?

Depending on the assignment, the annotated bibliography may serve a number of purposes, including but not limited to:

- reviewing the literature on a particular subject
- illustrating the quality of research that you have done
- providing examples of the types of sources available
- explaining your use of the source
- describing other items on a topic that may be of interest to the reader
- exploring the subject for further research

What does the annotated bibliography look like?

You write and arrange the bibliographic entries (citations) just as you would any other bibliography. Follow MLA style. Remember to be brief, include only directly significant information, and write in an efficient manner.

Ex.

Sewell, W. *Weaving a program: Literate programming in WEB*. New York: Van Nostrand Reinhold, 1989.

Sewell explains the code language within these pages including certain lines of code as examples. One useful idea that Sewell uses is to explain characters and how they work in the programming of a Web Page. He also goes through and describes how to make lists and a title section. This will be very useful because all Web Pages have a title section. This author also introduces Pascal, which I am not sure if I will include in my manual, but after I read more about it, I can decide whether this will be helpful to future users. This book will not be the basis of my manual but will add some key points which are described above.

Works Cited – MLA Format

The *MLA Handbook for Writers of Research Papers, Seventh Edition* (2009) provides several examples for documentation of print and nonprint sources using the MLA style. The following are examples of documentation of some of the most common sources cited in research papers at Penfield High School. Documentation of sources not listed here can be found in the *MLA Handbook* available in the library. Please ask Mr. Birkby or Mrs. Kois for additional assistance.

Spacing and margins for the Works Cited can be found on page 26.

Citation Format for Books

Author's name(s). *Title of the book*. Place of Publication: Publisher, Copyright Date. Print.

One author:

Franke, Damon. *Modernist Heresies: British Literary History, 1883-1924*. Columbus: Ohio State UP, 2008. Print.

Two or three authors:

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*. 2nd ed. Chicago: U of Chicago P, 2003. Print.

More than three authors:

Quirk, Randolph, et al. *A Comprehensive Grammar of the English Language*. London: Longman, 1985. Print.

Corporate author:

National Research Council. *Beyond Six Billion: Forecasting the World's Population*. Washington: Natl. Acad., 2000. Print.

Anthology:

McRae, Murdo, ed. *The Literature of Science: Perspectives on Popular Science Writing*. Athens: U of Georgia P, 1993.

Work in an anthology:

Allende, Isabel. "Toad's Mouth." Trans. Margaret Sayers Peden. *A Hammock beneath the Mangoes: Stories from Latin America*. Ed. Thomas Colchie. New York: Plume, 1992. 83-88. Print.

Article in a reference book:

Allen, Anita L. "Privacy in Health Care." *Encyclopedia of Bioethics*. Ed. Stephen G. Post. 3rd ed. Vol. 4. New York: Macmillan-Thomson, 2004. Print.

Citation Format for Articles in Print Periodicals**Scholarly Journal Article:**

Author of article. "Article Title in Quotation Marks." *Publication Title* Volume.Issue
(Year of publication): Page numbers. Print.

Hernández-Reguant, Ariana. "Copyrighting Che: Art and Authorship under Cuban Late Socialism." *Public Culture* 16.1 (2004): 1-29. Print.

Newspaper Article:

Author of article. "Article Title in Quotation Marks." *Publication Title* Publication Date:
Section and Page Number. Print.

McKay, Peter A. "Stocks Feel the Dollar's Weight." *Wall Street Journal* 4 Dec. 2006: C1+. Print.

Magazine Article:

Author of article. "Article Title in Quotation Marks." *Publication Title* Publication Date:
Page Number. Print.

Fallows, James. "The Early-Decision Racket." *Atlantic Monthly* Sept. 2001: 37-52. Print.

Editorial:

Author (if signed). "Title of Editorial in Quotation Marks." Editorial. *Publication Title*

Publication Date: Page Number. Print.

Gergen, David. "A Question of Values." Editorial. *US News and World Report* 11 Feb. 2002: 72.
Print.

Citation Format for Miscellaneous Print & Nonprint Sources**Film, Video, DVD:**

Title in Italics. Director. Other production information as appropriate. Distributor, Year of Release. Medium consulted.

It's a Wonderful Life. Dir. Frank Capra. Perf. James Stewart, Donna Reed, Lionel Barrymore, and Thomas Mitchell. RKO, 1946. Film.

If the medium consulted is not the original medium, include both the original year of release, the year of the release of the medium consulted and the medium consulted.

It's a Wonderful Life. Dir. Frank Capra. Perf. James Stewart, Donna Reed, Lionel Barrymore, and Thomas Mitchell. 1946. Republic, 2001. DVD.

Television or radio program:

"Title of the episode or segment, if appropriate, in quotation marks." *Title of the program or series*. Supplementary information(if any). Name of the network (if any).

Call letters and city of the local station (if any). Broadcast date. Medium of reception (e.g., Radio, Television).

"Passion." By Stephen Sondheim. Dir. James Lapine. Perf. Donna Murphy, Jere Shea, and Marin Mazzie. *American Playhouse*. PBS. WNET, New York, 7 Mar. 1996. Television.

Digital File (MP3, JPEG, PDF, etc.):

Responsible person. "Title of File." *Source of File*. Distributor, Copyright Date. File format.

Hudson, Jennifer, perf. "And I Am Telling You I'm Not Going." *Dreamgirls: Music from the Motion Picture*. Sony BMG, 2006. MP3 file.

Delano, Jack. *At the Vermont State Fair*. 1941. Lib. of Cong., Washington. JPEG file.

American Council of Learned Societies. Commission on Cyberinfrastructure for the Humanities and Social Sciences. *Our Cultural Commonwealth*. New York: ACLS, 2006. PDF file.

Citation Format for Web Sources**Work cited only on the web:**

Name of responsible person or entity. Title of the work (italicized if the work is independent; in roman type and quotation marks if the work is part of a larger work).

Title of the Web site (italicized), if distinct from title of work. Version or edition used. Publisher or sponsor of the site. Date of publication (day, month, and year).

Medium of publication (Web). Date of access (day, month, and year).

Committee on Scholarly Editions. "Guidelines for Editors of Scholarly Editions." *Modern Language Association*. MLA, 25 Sept. 2007. Web. 15 May 2008.

"Maplewood, New Jersey." Map. *Google Maps*. Google, 15 May 2008. Web. 15 May 2008.

"Verb Tenses." Chart. *The OWL at Purdue*. Purdue U Online Writing Lab, 2001. Web. 15 May 2008.

Periodical Publication in an Online Database:

Author. "Article Title." *Original Source* Volume:Issue (Publication Date): page numbers.

Database name. Database publisher. Web. Date of access.

PHS Library Database Examples

Biography in Context:

"Margaret Louisa Higgins Sanger." *Science and Its Times, Vol. 6: 1900 - 1949.* Gale Group, 2000. Reproduced in *Biography in Context.* 07 Mar 2011.

CQ Researcher:

Katel, Peter. "Vanishing Jobs." *CQ Researcher* 19.10 (2009): 225-248. *CQ Researcher Online.* CQ Press. 18 Mar. 2009.
8 Jun 2010.

EBSCOHost databases:

Robins, Jennifer. "The First Word: A Letter from the Publications Editor: A Look at the Sixth Edition of the APA Publication Manual." *Journal of Advanced Academics* 22.1 (2010): 5-7. *Professional Development Collection.* EBSCO. Web. 8 June 2010.

Literature Resource Center:

McCarthy, Paul. "John Steinbeck." *John Steinbeck.* Ungar, 1980. Rpt. in *Contemporary Literary Criticism.* Ed. Sharon R. Gunton. Vol. 21. Detroit: Gale Research, 1982. *Literature Resource Center.* Gale. Web. 18 Mar. 2009.

Opposing Viewpoints in Context:

Ashcroft, John. "The USA PATRIOT Act Provides the Security That Protects Americans' Liberty." *Current Controversies: Homeland Security.* Ed. Andrea C. Nakaya. San

Diego: Greenhaven Press, 2005. *Opposing Viewpoints in Context*. Gale. 18 Mar. 2009.

ProQuest:

Colvin, Geoffrey. "The 75-Year-Old Killer App." *Fortune*. 14 Oct. 2002:76 ProQuest. 02 May 2005.

SIRS Knowledge Source:

Kim, Victoria. "A Right for Students to Be Cruel Online?." *Los Angeles Times* (Los Angeles, CA). 13 Dec 2009: A.1. *SIRS Researcher*. Web. 08 Jun 2010.

Student Resources in Context:

Redding, Saunders. "Hughes, Langston (1902-1967)." *Encyclopedia of World Biography*. Ed. Suzanne M. Bourgojn. 2nd ed. Detroit: Gale Research, 1998. *Student Resource Centers in Context*. Gale. 8 June 2010.

Assessing the Work

An important aspect of any project is evaluation. Your teacher evaluates your work throughout the research process and at the end of the project. You can assess your work as you move through the research process and then at the end before you hand in your work.

When evaluating research projects, that assessment has two aspects:

- Am I completing the task? Am I doing the assignment the way it is supposed to be done? (Assessing the product.)
- Am I being effective and efficient in the way I am doing the research? (Assessing the process)?

As you move through the research process, asking yourself the questions in Step 6 of the Big 6 on page 2 is one quick way to self-assess your work. Checklists and rubrics that can also help you evaluate your work and your process are in the pages that follow, so that, by the time you turn it in, you'll know that you have completed the assignment and done your best work. Your teacher may also have a specific rubric for your assignment that you should consult before you complete your work.

Checklist for Research

Are you doing a thorough job researching? (You may ignore rows if you are certain they are not appropriate to your research.) Attach this form to the first draft of your project. Remember to list the most promising results you find in each area.



My thesis or question: _____

Did you use?	Best Result																								
Relevant reference books (to get a topic overview) <input type="checkbox"/> yes <input type="checkbox"/> no <i>Comments:</i>																									
The library catalog to search for books, videos, DVDs <input type="checkbox"/> yes <input type="checkbox"/> no <i>Comments:</i>																									
The library pathfinder for the project <input type="checkbox"/> yes <input type="checkbox"/> no <i>Comments:</i>																									
Subscription services for magazine, journal, newspaper, reference materials related to your topic. <input type="checkbox"/> yes <input type="checkbox"/> no Please check all used. <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tbody> <tr> <td style="padding: 2px;">___ Academic OneFile</td> <td style="padding: 2px;">___ Biography in Context</td> <td style="padding: 2px;">___ Business & Co. RC</td> </tr> <tr> <td style="padding: 2px;">___ CQ Researcher</td> <td style="padding: 2px;">___ CQ Ency. Amer. Gov't.</td> <td style="padding: 2px;">___ General OneFile</td> </tr> <tr> <td style="padding: 2px;">___ Grolier Online</td> <td style="padding: 2px;">___ Health RC Academic</td> <td style="padding: 2px;">___ InfoTrac Custom Newspapers</td> </tr> <tr> <td style="padding: 2px;">___ Literature RC</td> <td style="padding: 2px;">___ MAS Ultra Online</td> <td style="padding: 2px;">___ National Newspaper Index</td> </tr> <tr> <td style="padding: 2px;">___ New York Newspapers</td> <td style="padding: 2px;">___ NoveList Plus</td> <td style="padding: 2px;">___ Opposing Viewpoints</td> </tr> <tr> <td style="padding: 2px;">___ ProQuest</td> <td style="padding: 2px;">___ Scienc in Context</td> <td style="padding: 2px;">___ SIRS Knowledge Source</td> </tr> <tr> <td style="padding: 2px;">___ Student Resources</td> <td style="padding: 2px;">___ Twayne Authors</td> <td style="padding: 2px;">___ US History in Context</td> </tr> <tr> <td style="padding: 2px;">___ World History in Context</td> <td></td> <td></td> </tr> </tbody> </table> <div style="margin-top: 10px;"> Other _____ <i>Comments:</i> </div>	___ Academic OneFile	___ Biography in Context	___ Business & Co. RC	___ CQ Researcher	___ CQ Ency. Amer. Gov't.	___ General OneFile	___ Grolier Online	___ Health RC Academic	___ InfoTrac Custom Newspapers	___ Literature RC	___ MAS Ultra Online	___ National Newspaper Index	___ New York Newspapers	___ NoveList Plus	___ Opposing Viewpoints	___ ProQuest	___ Scienc in Context	___ SIRS Knowledge Source	___ Student Resources	___ Twayne Authors	___ US History in Context	___ World History in Context			
___ Academic OneFile	___ Biography in Context	___ Business & Co. RC																							
___ CQ Researcher	___ CQ Ency. Amer. Gov't.	___ General OneFile																							
___ Grolier Online	___ Health RC Academic	___ InfoTrac Custom Newspapers																							
___ Literature RC	___ MAS Ultra Online	___ National Newspaper Index																							
___ New York Newspapers	___ NoveList Plus	___ Opposing Viewpoints																							
___ ProQuest	___ Scienc in Context	___ SIRS Knowledge Source																							
___ Student Resources	___ Twayne Authors	___ US History in Context																							
___ World History in Context																									

<p>A variety of subject directories, search engines, web-based databases? Which? <input type="checkbox"/> yes <input type="checkbox"/> no</p> <p>Please list.</p> <p>_____</p> <p>_____</p> <p><i>Comments:</i></p>	
<p>What were your best search terms and strategies? <input type="checkbox"/> yes <input type="checkbox"/> no</p> <p>_____</p> <p><i>Comments:</i></p>	
<p>Bibliographies of the books and articles you already had to find new leads <input type="checkbox"/> yes <input type="checkbox"/> no</p> <p><i>Comments:</i></p>	
<p>Interviews? Experts, organizations, associations via e-mail? <input type="checkbox"/> yes <input type="checkbox"/> no</p> <p><i>Comments:</i></p>	
<p>Primary sources (speeches, documents, legislation, letters, songs, photographs, surveys, statistics, polls)? <input type="checkbox"/> yes <input type="checkbox"/> no</p> <p><i>Comments:</i></p>	
<p>Perspective, advice, and feedback from the teacher-librarian, classroom teacher, other adult? <input type="checkbox"/> yes <input type="checkbox"/> no</p> <p><i>Comments:</i></p>	

Name: _____ Date: _____ Class: _____

Comments of Teacher/Librarian:

Research Writing Checklist

Format of Paper:

- ✓ ☐ Double space entire paper, including quotations and Works Cited page
- ✓ ☐ Leave one inch margins at top, bottom, and sides of text
- ✓ ☐ Indent paragraphs five spaces and indent block quotes ten spaces from left margin
- ✓ ☐ Do not include a separate title page
- ✓ ☐ Type heading one inch from top of first page flush with left margin
- ✓ ☐ Type heading on separate lines including your name, your instructor's name, the course name, and date
- ✓ ☐ Center title for paper double-spaced after heading
- ✓ ☐ Type your last name and page number one-half inch from top of each page (including page 1 and Works Cited Page) and flush with right margin
- ✓ ☐ Type entire paper in 12 point font
- ✓ ☐ Space twice after periods

Use of Quotations:

- ✓ ☐ Keep all quotations as brief as possible. Do not use block quotes for short papers
- ✓ ☐ Do not overquote
- ✓ ☐ Introduce block quotes (quotes longer than 4 lines) with a colon, double spacing, and indentation of 10 spaces, without adding quotation marks
- ✓ ☐ Provide a transition into quote
- ✓ ☐ Integrate partial quotes smoothly into sentences for flow and grammatical correctness
- ✓ ☐ Use an ellipsis (. . .) to indicate that you are omitting portions of the original quote

Documentation within Text:

- ✓ ☐ Parenthetically document every fact, statistic or quote in your paper
- ✓ ☐ Include the author's last name and page number in parenthesis with no comma between (Internet and online data base sources may not provide page number)
- ✓ ☐ Include title of source if no author's name is provided
- ✓ ☐ Include only the page number when the author's name is mentioned in the text
- ✓ ☐ Place parenthetical documentation at the end of the sentence
- ✓ ☐ Place end punctuation for the sentence after the parenthesis
- ✓ ☐ Parenthetically document only the last fact when a series of consecutive facts come from the same page of one source
- ✓ ☐ When documenting two or more works by same author, include: author's last name, comma after the name, a shortened version of the title punctuated appropriately, and page number
- ✓ ☐ Include every source that is parenthetically documented on the Works Cited page

Works Cited:

- ✓ ☐ Double space the Works Cited page
- ✓ ☐ Alphabetize by author's last name; if no author, alphabetize by title
- ✓ ☐ Indent five spaces for the second and succeeding lines of each entry
- ✓ ☐ Indicate multiple sources by the same author with three hyphens followed by a period
- ✓ ☐ Include your name and the page number in upper right corner of page
- ✓ ☐ Center Works Cited one inch from top of page; do not bold or underline
- ✓ ☐ Include every source cited earlier in parenthetical documentation of text

Rubric for a Research Project

Copyright ©2004 Joyce Kasman Valenza. Used with permission
Use this to Assess the Research & Writing Process

Student Name(s) _____ Teacher _____ Class _____ Final Grade _____

	Thesis/Problem/Question	Information Seeking/Selecting and Evaluating	Analysis	Synthesis	Documentation	Product/Process
4	Student(s) posed a thoughtful, creative question that engaged them in challenging or provocative research. The question breaks new ground or contributes to knowledge in a focused, specific area.	Student(s) gathered information from a variety of quality electronic and print sources, including appropriate licensed databases. Sources are relevant, balanced, and include key readings relating to the thesis or problem. Primary sources were included (if appropriate).	Student(s) carefully analyzed the information collected and drew logical and inventive conclusions supported by evidence. Voice of the student writer is evident.	Student(s) developed appropriate structure for communicating the product, incorporating a variety of quality sources. Information is logically and creatively organized with smooth transitions.	Student(s) documented all sources, including visuals, sounds, and animations. Sources are properly cited, both in-text/in-product and on Works Cited/Works Consulted pages/slides. Documentation is error-free.	Student(s) effectively and creatively used appropriate communication tools to convey their conclusions and demonstrated thorough, effective research techniques. Product displays creativity and originality.
3	Student(s) posed a focused question involving them in challenging research.	Student(s) gathered information from a variety of relevant sources—print and electronic.	Student(s)' product shows good effort was made in analyzing the evidence collected. Student writer's voice is heard.	Student(s) logically organized the product and made good connections among ideas.	Student(s) documented sources with some care. Sources are cited, both in-text/in-product and on Works Cited/Works Consulted pages/slides. Work includes few errors.	Student(s) effectively communicated the results of research to the audience.
2	Student(s) constructed a "so what" or "who cares" question that lends itself to readily available answers.	Student(s) gathered information from a limited range of sources and displayed minimal effort in selecting quality resources. Research has "holes."	Student(s)' conclusions could be supported by stronger evidence. Level of analysis could have been deeper. Where is the student writer's voice?	Student(s) could have put greater effort into organizing the product.	Student(s) need to use greater care in documenting sources. Documentation was poorly constructed or absent.	Student(s) need to work on communicating more effectively.
1	Student(s) developed a question requiring little creative thought.	Student(s) gathered information that lacked relevance, quality, depth, and balance. Research has significant "holes."	Student(s)' conclusions involved simply restating information. Conclusions not supported by evidence. Where is the student writer's voice?	Student work is not logically or effectively structured. No transitions were made among ideas.	Student(s) clearly plagiarized materials.	Student(s) showed little evidence of thoughtful research. Product does not effectively communicate research findings.
Teacher/ Librarian Comments	Points: _____	Points: _____	Points: _____	Points: _____	Points: _____	Points: _____

RESEARCH PAPER RUBRIC

Use this to assess your writing.

	4	3	2	1
<p style="text-align: center;">Meaning</p> <p style="text-align: center;"><i>The extent to which the response exhibits sound understanding, interpretation and analysis of evidence as it relates to the task</i></p>	<p>Presents a forceful, precise, and interesting thesis statement (10th & 11th must be arguable)</p> <p>Addresses the task thoroughly and effectively</p> <p>Shows in-depth understanding, interpretation & analysis of sources</p> <p>Makes insightful and explicit connections through synthesis of information from diverse sources</p>	<p>Presents a clear thesis statement</p> <p>Addresses the task effectively</p> <p>Shows complete understanding, interpretation, and analysis of sources</p> <p>Makes clear and explicit connections through synthesis of information from diverse sources</p>	<p>Presents an implicit or confusing thesis</p> <p>Addresses the task partially or minimally</p> <p>Shows basic or confused understanding, interpretation, and analysis of sources</p> <p>Makes few superficial, or implicit connections through synthesis of information from sources</p>	<p>Presents no thesis statement</p> <p>Fails to address the task</p> <p>Shows no understanding, interpretation, or analysis of sources</p> <p>Makes no connection between sources and task</p>
<p style="text-align: center;">Development</p> <p style="text-align: center;"><i>The extent to which ideas are elaborated using specific and relevant evidence from a variety of sources</i></p>	<p>Uses a variety of appropriate sources</p> <p>Uses substantive and insightful points that connect to the thesis</p> <p>Uses a wide range of relevant and thought provoking evidence (including direct and indirect quotes)</p>	<p>Uses a variety of sources</p> <p>Uses appropriate and valid points that connect to thesis</p> <p>Uses appropriate evidence (including direct and indirect quotes)</p>	<p>Uses few sources with limited variety</p> <p>Uses vague or implicit points that may not connect to thesis</p> <p>Uses limited or irrelevant evidence</p>	<p>Uses no sources</p> <p>Uses no points relevant to thesis</p> <p>Uses no supportive evidence</p>

	4	3	2	1
Organization <i>The extent to which response exhibits direction, sequence, and coherence</i>	<p>Demonstrates a logical and coherent sequence of ideas</p> <p>Skillfully uses a variety of appropriate transitions between sentences and paragraphs</p>	<p>Demonstrates a logical and appropriate sequence of ideas</p> <p>Uses transitions between sentences and paragraphs</p>	<p>Demonstrates an unclear or inconsistent sequence of ideas</p> <p>Uses few or inappropriate transitions between sentences and paragraphs</p>	<p>Demonstrates no logical sequence of ideas</p> <p>Uses no transitions between sentences and paragraphs</p>
Language Use / Style <i>The extent to which the response demonstrates meaningful and precise word choice, sentence structure and style</i>	<p>Uses engaging academic voice</p> <p>Uses precise and vivid word choice</p> <p>Uses varied and engaging sentence structure and length</p>	<p>Uses appropriate academic voice</p> <p>Uses appropriate word choice</p> <p>Uses varied sentence structure and length</p>	<p>Uses inconsistencies in academic voice</p> <p>Uses vague or misleading word choice</p> <p>Uses little variety or confusing sentence structure and length</p>	<p>Uses informal voice for academic paper</p> <p>Uses vague and inaccurate word choice</p> <p>Uses no variation in sentence structure or length</p>
Conventions <i>The extent to which the response demonstrates an understanding of the conventions of standard written English and MLA style / format</i>	<p>Demonstrates control of conventions with essentially no errors</p> <p>Demonstrates control of MLA style / format with essentially no errors</p> <p>Demonstrates correct parenthetical documentation</p> <p>Demonstrates correct citation of sources on Bibliography or Works Cited page</p> <p>Demonstrates skillful and correct integration of full or partial quotations into paper</p>	<p>Demonstrates control of conventions with few errors</p> <p>Demonstrates control of MLA style / format with few errors</p> <p>Demonstrates occasional errors with parenthetical documentation</p> <p>Demonstrates occasional errors in citation of sources on Bibliography or Works Cited page</p> <p>Demonstrates correct integration of full or partial quotations into paper</p>	<p>Demonstrates limited control of conventions with frequent errors</p> <p>Demonstrates limited control of MLA style / format</p> <p>Demonstrates frequent errors with parenthetical documentation</p> <p>Demonstrates frequent errors in citation of sources on Bibliography or Works Cited page</p> <p>Demonstrates inconsistent or incorrect integration of full or partial quotations into paper</p>	<p>Fails to demonstrate the conventions of standard written English</p> <p>Fails to demonstrate MLA style / format</p> <p>Demonstrates no understanding of parenthetical documentation</p> <p>Demonstrates no understanding of Bibliography or Works Cited page</p> <p>Demonstrates no integration of quotes into paper</p>

Reflecting on the Research Process

On a separate sheet please reflect on the challenges and successes you faced during the research process. Make reference to each of the categories below, but focus on those issues that are most relevant to you.

Planning: Reflect on the process of focusing your research. What challenges did you encounter in developing a question, hypothesis, or thesis?

Gathering: Describe any problems or successes you had as you searched. Did any particular search strategies work well or disappoint you? Which databases and search engines worked well? What were the major barriers to your search for balanced and credible resources?

Organizing: How did you ensure that your information comprehensively addressed the question, hypothesis, or thesis? How and why did you modify your original question, hypothesis, or thesis? What strategies did you use to reorganize the information? Did these strategies lead you to connections, patterns, etc.? Discuss your thinking process as you decided how to structure the final product.

Synthesis: Describe your experiences reaching conclusions, culling and integrating information from the various sources you found, and finding your own voice as a writer regarding this assignment.

Documenting: Did any issues arise as you documented your sources both in-project and in your Works Cited/Works Consulted? Do you feel you ethically documented all your quotes, paraphrases, and summaries?

Evaluating: How would you describe your effort for this project? How effective was the product? What could you have done to improve your research next time around?

Student Self-Evaluation Checklist

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Name _____ Teacher _____ Course _____ Date _____

Please attach this sheet to your finished project.

1. Clearly state the hypothesis, question, or problem your research attempts to address or answer.

2. Write a three- to five-sentence abstract summarizing your research.

3. I have fulfilled all the requirements listed on the assignment sheet. ☐ Yes ☐ No
4. My thesis or question is adequately answered and supported by evidence ☐ Yes ☐ No
5. My evidence is logically organized. ☐ Yes ☐ No
6. My introduction and conclusion clearly explain my question/thesis. ☐ Yes ☐ No
7. I have carefully checked spelling, grammar, and punctuation. ☐ Yes ☐ No
8. My verb tense is consistent throughout. ☐ Yes ☐ No
9. I have varied sentence structure to make the text more readable. ☐ Yes ☐ No
10. My paragraphs have topic sentences. ☐ Yes ☐ No
11. Transitional sentences link my paragraphs. ☐ Yes ☐ No
12. I have effectively and responsibly quoted, paraphrased, and summarized
(All facts not commonly known are documented.) ☐ Yes ☐ No
13. My documentation is correctly formatted. ☐ Yes ☐ No
14. I have used a *balanced* and adequate number of relevant resources. ☐ Yes ☐ No
15. My project is neatly published and appealing to the reader. ☐ Yes ☐ No
16. I have chosen an effective method of presentation. ☐ Yes ☐ No
17. My own voice, as a writer, is clearly heard. ☐ Yes ☐ No
18. I have not plagiarized any of the material in this project.

Signature _____

Please list your comments about the research process on the back of this form.
What would you do differently next time?

Works Cited

- Cobb County Public Schools. "Research Guide." Summer 2006. PDF file.
- Falmouth (ME) Schools. "Falmouth High School Research Guide, 2nd Ed." 2003. PDF file.
- Modern Language Association. *MLA Handbook for Writers of Research Papers*. Seventh Ed. New York: MLA, 2009. Print.
- Penfield (NY) Central Schools. "Penfield High School English Department Research Handbook." 2008. MS.
- Valenza, Joyce Kasman. *Power Tools Recharged: 125+ Essential Forms and Presentations for Your School Library Information Program*. Chicago: American Library Association, 2004. Print.

Notes

